

초등학교 5-6학년 음악교과서의 삽화 분석 Analysis of Illustrations of Music Textbooks for 5th-6th Grade Elementary School Students

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초록 본 연구는 초등학교 5-6학년 음악교과서에 실려있는 1390개 삽화를 분석하여, 기초자료를 제공하고 향후 삽화 연구에 대한 제언을 하는 것이 목적이다. 선행연구를 토대로 분석 기준을 정립한 후, 삽화가 제시된 음악교육 내용 영역, 삽화의 종류, 삽화의 기능, 삽화의 용도별로 빈도수와 백분율을 분석하였다. 연구 결과에 따르면, 초등학교 5-6학년 음악교과서에서 가장 많은 삽화가 등장하는 음악교육 내용 영역은 감상이었고, 가장 많은 종류는 그림이었으며, 용도는 자료 제공이 가장 많았다. 기능의 경우, 5학년은 예시적, 6학년은 설명적 기능이 가장 많았다. 향후 연구에서는 보다 다양한 기준으로 음악교과서의 삽화를 분석하고, 다른 나라 음악교과서의 삽화와 비교·분석하기를 제안한다.

주제어: 음악교육, 삽화 분석, 음악교과서, 음악교과서 삽화, 삽화 기능

Abstract The purpose of this study was to draw attention to the research of illustrations in music textbooks to encourage further studies, and to provide basic data and suggestions for future illustration studies. For this, 1390 illustrations in 16 music textbooks for 5th-6th graders in elementary school used since 2018. To conduct this study, analysis criterion was established based on prior research, which are the content areas of music education, type, function, and purpose of illustrations. According to the results, the content area where illustrations appeared the most was appreciation. As for the types of illustration, pictures were the most, and as for the purpose of illustration, the most was to provide materials. As for the function of the illustration, illustrative was the most in the 5th grade and explanatory was the most in the 6th grade. Based on the results, suggestions were provided for further research.

Key words: music education, analysis of illustrations, music textbook, illustrations of music textbook, function of illustrations

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I . Introduction

Textbooks are organized according to grades and subjects, and play a significant role in conducting school classes. Especially, in elementary and secondary school classes, subject knowledge is mostly achieved through textbooks. Therefore, it can be stated that the content and composition of the textbook affects and directly correlated to the student's academic potential. Textbooks contain not only written text, but also various illustrations, defined as visual materials that collectively refer to photographs, drawings, timeline, diagrams, and maps(Oh & Jeong, 2019). Textbook illustrations are expected to synergize with the subject matter, as well as conform with the learner's ability and developmental stage(Kang et al., 2005). Kim and Park(2014) cited the study of Hong, suggesting that illustrations help understand and summarize content, convey visual information, and add context to the content where first-hand experience is impractical. Illustrations can also serve a decorative function to help relieve boredom or fatigue. A study supports that elementary school students tend to rely more on visual information and is in fact, more effective than written information(Ching et al., 2007).

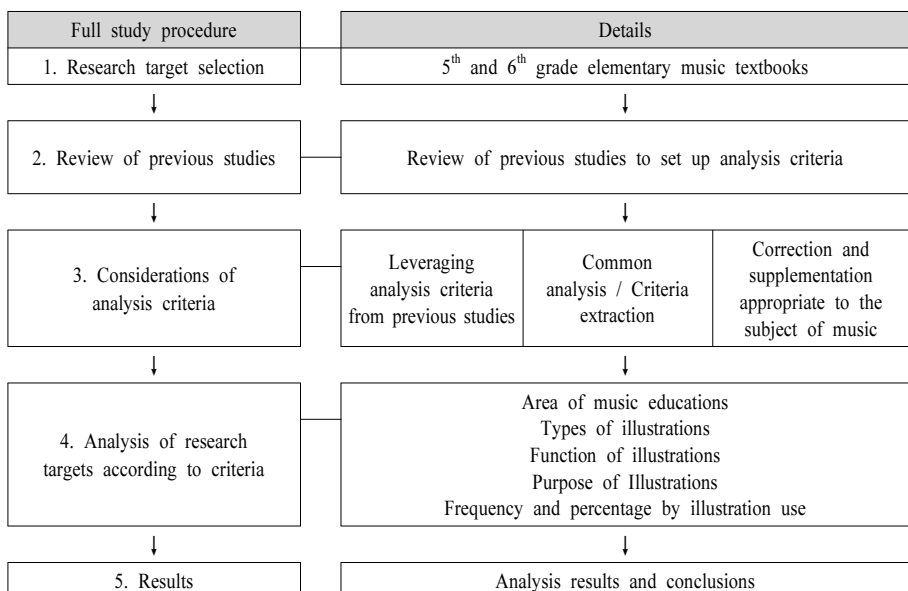
Since illustrations are quite prominent in elementary school textbooks, there significance is much more pronounced compared to other contexts(Lee & Jeong, 2003). Therefore, the composition of illustrations in elementary school textbooks are expected to be of a very high quality, requiring a level of additional effort(Yoon & Seung, 2012). In the past, illustration studies have been thoroughly conducted in science and social subjects where illustrations are frequently found. Since, the use of illustrations has been maximized since the 7th curriculum, various subjects in recent years have analyzed illustration materials in textbooks(Park, 2010). Although illustrations are widely used in elementary school music textbooks, academic research in illustrations in music textbooks is extremely limited, unlike other subjects. There are very few studies analyzing illustrations in music textbooks. Some examples include; a study of illustrations of composers introduced in middle school music textbooks in term of gender ratio(Park, 2008); an analysis of character illustrations of the 5th-6th graders' music textbooks with consideration to gender equality, multicultural education, and integrative education for students with disabilities(Yoon & Seung, 2012), and a study that analyzed character illustrations in 5th-6th elementary music textbooks according to changes in the curriculum(Yoon & Seung, 2013).

Considering the educational significance and necessity of illustrations, further studies and analyses are needed in music education. At this, this study analyzed the 1390 illustrations of 16 music textbooks for 5th and 6th grade elementary school students used from 2018. The purpose of this study is to draw attention to the research of illustrations in music textbooks and to provide basic data and suggestions for future illustration studies and research. To conduct this study, an analysis criterion was prepared based on prior research, and the actual investigation was performed by analyzing illustration by music education area, type of illustration, function, and purpose.

II. Research Procedure and Method

1. Analysis Target and Procedure

This study targeted 16 music textbooks for the 5th and 6th grades in elementary school in accordance to the 2015 revised curriculum, and the procedure of this study is as shown in the following [Figure 1].



[Figure 1] Full study procedure

2. Analysis Method and Criteria

1) Analysis Method

In this study, 1390 illustrations from 5th-6th grade elementary music textbooks were analyzed. The frequency and percentage of use was calculated for each music education area, type, function, and purpose. In this study, illustrations on the cover page, on the national anthem page, the table of content page, the unit guide pages, break pages, game pages, and appendix of the textbook were excluded, as well as icons, wide background illustrations, and decorative illustrations.

When multiple illustrations are presented in one context(e.g. story development) or when the content is related to an overarching illustrations(e.g. instruments of a wind instrument group), the combined illustrations were analyzed as one. However, in cases where the content is related, yet a description or title exists for each illustration, each illustration were analyzed as one. This was also the case when the illustrations were completely separated by some form of illustrative division. The criteria used for the analysis is based of criteria from previous studies with addition revisions and supplementations to fit the context at hand. Details of the analysis criteria are described below.

Lee(2010) stated that researchers may use slightly different criteria, and illustrations may be categorized in the different criteria pertaining to the specific study. As a result, the type or number of the illustrations by criteria may vary across studies. In this study, since the analysis of illustrations was performed according to the criteria based on previous studies, analysis results may appear different from the intention of the textbook author, and from studies analyzed based on other criteria.

2) Analysis Criteria

(1) Areas of Music Education

The music education were divided into the following categories: ‘singing’, ‘instrumental music’, ‘music creation(hereinafter referred to as creation)’, ‘appreciation’, ‘music in daily life’, and the ‘musical concept(theoretical content)’. If two or more aspects are prevalent in one illustration at the same time, or none of above, aspects were included into the ‘other’ category.

(2) Types of Illustrations

In order to establish the criteria for analyzing the types of illustrations, the analysis criteria was initially based on previous studies. Among those criteria, the criteria for this study were prepared by extracting common criteria, and partially revising and supplementing them to be appropriate for the subject of music(see <Table 1>).

Since there are few studies analyzing illustration in the field of music education, the analysis criteria of other subject(science, practical arts, social studies, health, etc.) were referenced. Although the criteria for previous studies are also different depending on the characteristics of the subject, most of the studies included photos, pictures, and tables. Therefore, these were included as analysis criteria for this study. Charts and graphs were not included in the criteria of this study as they are not often used in music subject matters. Cartoons have been included in ‘pictures’ because they are classified as a kind of picture according to the dictionary definition as ‘a humorous picture of a story, etc.’. Finally, ‘composite’ was added, and when two types of illustration exist at the same time, it is included in the ‘composite’ category.

<Table 1> Analysis criteria for types of illustrations

Analysis criteria of previous studies			
Kim, H. T. & Kim, J. G. (2014)	Kim, H. M. & Jung, J. H. (2019)	Choi, K. H. (2016)	Park. I. (2010)
Photograph, picture, explanatory diagram, cartoon, chart, graph	Photograph, picture, explanatory diagram, cartoon, diagram(graph, chart)	Photograph, picture, explanatory diagram, diagram, cartoon	Photograph, picture, explanatory diagram
Analysis criteria for this study			
Photo, picture, table(graph, chart), composite			

(3) Functions of Illustrations

Criteria for the functions of illustrations were also extracted from the criteria that commonly appeared in previous studies. In many previous studies, it was found that criteria for the functions of illustration were ‘decorative’, ‘illustrative’, and ‘explanatory’ functions. In this study, the illustrations used as decorations were excluded from the analysis, and the ‘performative’ criteria function was included because it is an illustration that frequently appears in music textbooks as fill in tables or blanks <Table 2>. Kim and Kim(2014, p. 261)

explain this function as shown in <Table 3>.

<Table 2> Analysis criteria for function of illustrations

Analysis criteria of previous studies		
Kim, H. T. & Kim, J. G. (2014)	Kim, H. M. & Jung, J. H. (2019)	Choi, K. H. (2016)
Decorative, illustrative, explanatory, performative	Decorative, illustrative, explanatory, complementary, exploratory	
Analysis criteria for this study		
Illustrative, explanatory, performative		

<Table 3> Description of analysis criteria for functions of illustration

Function	Explanation
Illustrative	Function to show examples of learning content without additional content
Explanatory	Visual materials designed to help you better understand what you are learning
Performative	Materials that require students to fill in their own information using tables or blanks

(4) Purpose of Illustrations

As a result of examining previous studies, ‘motivation’, ‘materials’, ‘experiment guidance’, ‘experiment description’, and ‘experimental results’ were the criteria that were seen frequently in analyzing the purpose of illustrations. As described above, since illustration research has been extensively carried out in the scientific field, the word ‘experiment’ appears in many criteria for analysis. This was modified for music education as a ‘guidance on learning content’ to the learning, contents or activities. ‘Composite of uses’ was included as a criteria for illustrations with multiple purpose. Therefore, criteria for this study were ‘motivation’, ‘provision of material’, ‘guidance on learning contents’, ‘presentation of results’, and ‘composite’ of purpose <Table 4>. The explanations of Kim and Kim(2014, p. 262) on the illustrations are shown in <Table 5>.

<Table 4> Analysis criteria for purpose of illustrations

Analysis criteria of previous studies			
Kim, H. T. & Kim, J. G. (2014)	Kwon, Y. Y. et al. (2011)	Back, N. G. et al. (2002)	Choi, K. H. (2016)
Motivation, provision of materials, experiment guidance, experiment presentation of results			Motivation, provision of material, experiment guidance, explanation, expression, experiment results, decoration
Analysis criteria for this study			
Motivation, provision of material, guidance on learning contents(activities), presentation of results, composite			

<Table 5> Description of the criteria for purpose of illustrations

Purpose	Explanation
Motivation	Purpose of introducing learning content and inducing interest in class
Provision of material	When the illustration can be understood as a resource for learning activities
Experiment guidance	Guidance on experimental methods or activities
Experiment presentation of results	When displaying the results of inquiry activities and data interpretation activities

III. Results of Research

1. 5th Grade Music Textbooks

The results of analyzing 720 illustrations in the 5th grade's elementary school music textbooks are as follows. The area with the largest number of illustrations in each textbook are marked in bold. In the illustration analysis, the frequency and the percentage of illustrations are presented.

1) Music Education Areas

The number of illustrations by music education aspect in the eight music textbooks is shown in <Table 6>. Although the ratio of each aspect of music education was different for each textbook, it was found that the appreciation aspect had the most illustrations except for one of the eight music textbooks. D textbook showed that aspect of ‘music in daily

life' had the largest number of illustrations. Looking at the overall results in order of frequency, it goes as follows: music appreciation(33.19%), music in daily life(18.61%), musical concepts(14.58%), singing(13.19%), instrumental music(12.91%), creation(4.02%), and other(3.47%).

It is considered that the reason why illustrations are used the most in appreciation is to enhance understanding by showing music, an auditory art, as a visual material. Also, various instruments used in music are represented in pictures so that students can visually experience them. Next, illustrations were frequently used for the area of 'music in daily life', as illustrations more used to depict music in people's daily lives comparative to text.

Among the music education areas, 'creation' accounted for the lowest proportion, and it is believed that this is because there are many cases where activities are possible without the use of illustration due to the nature of creativity. Looking at the differences of some textbooks, the data shows that, in the case of textbook A, 50.64% of the subjects are concentrated in the 'appreciation' area, whereas in the case of textbook C, the distribution of illustrations is relatively evenly distributed. While most of the 'creation' illustrations were lacking in most textbooks, H textbooks had illustrations in the creative category similar to other categories.

<Table 6> Analysis results by areas of music education(5th grade)

Textbook Areas	A	B	C	D	E	F	G	H	Total (%)
Appreciation	38 (50.64)	39 (36.44)	27 (19.34)	11 (12.94)	29 (38.15)	24 (22.85)	32 (37.64)	38 (40.86)	239 (33.19)
Music in daily life	7 (9.09)	16 (14.95)	22 (23.91)	42 (49.41)	9 (11.84)	18 (17.14)	13 (15.29)	7 (7.52)	134 (18.61)
Musical concept	9 (11.68)	10 (9.34)	10 (10.86)	13 (15.29)	13 (17.10)	21 (20.00)	14 (16.47)	15 (16.12)	105 (14.58)
Singing	15 (19.48)	13 (12.14)	12 (13.04)	8 (9.41)	9 (11.84)	14 (13.33)	9 (10.58)	16 (16.2)	95 (13.19)
Instrumental music	5 (6.49)	24 (22.42)	13 (14.13)	9 (10.58)	8 (10.52)	12 (11.42)	7 (8.23)	15 (16.12)	93 (12.91)
Creation	2 (2.59)	1 (0.93)	4 (4.34)	0 (0.00)	6 (7.89)	6 (5.71)	8 (9.41)	15 (16.12)	29 (4.02)
Other	0 (0.00)	4 (3.73)	4 (4.34)	2 (2.35)	2 (2.63)	10 (9.52)	2 (2.35)	1 (1.07)	25 (3.47)
Total(%)	77 (100)	107 (100)	92 (100)	85 (100)	76 (100)	105 (100)	85 (100)	93 (100)	720 (100)

2) Types of Illustrations

As for the type of illustration, all textbooks were found to have picture as the most common type. At most, 73.33%(F textbook) and at least 45.88%(G textbook). Afterwards, photo were used often in all textbooks, followed by tables and composites. This result was reflected in the overall results as out of 720 illustrations, 390(54.16%) were pictures, 252(35.00%) were photographs, 53 tables(7.36%), and 25(3.47%) composite. Tables were not used frequently in music textbooks, so they were the least common <Table 7>.

<Table 7> Analysis results by types of illustrations(5th grade)

Textbook Types	A	B	C	D	E	F	G	H	Total (%)
Picture	49 (63.63)	47 (43.92)	43 (46.73)	57 (67.05)	36 (47.36)	77 (73.33)	39 (45.88)	43 (46.23)	390 (54.16)
Photograph	18 (23.37)	46 (42.99)	35 (38.04)	25 (29.41)	31 (40.78)	19 (18.09)	38 (44.70)	39 (41.93)	252 (35.00)
Table	8 (10.38)	9 (8.41)	9 (9.78)	3 (3.52)	6 (7.89)	6 (5.71)	5 (5.88)	11 (11.82)	53 (7.36)
Composite	2 (2.59)	5 (4.67)	5 (5.43)	0 (0.00)	3 (3.94)	3 (2.85)	3 (3.52)	0 (0.00)	25 (3.47)
Total(%)	77 (100)	107 (100)	92 (100)	85 (100)	76 (100)	105 (100)	85 (100)	93 (100)	720 (100)

3) Functions of Illustrations

It was found That 340 out of 720(47.22%) of illustrations in 5th grade music textbooks had a 'illustrative' function. Following the 'illustrative' function, the percentage of illustrations that had an 'explanatory' function was 320(44.44%), and lastly, 'performative'(8.33%). In the case of 'performative' the form of filling in blanks was the most common. Although there were many illustrations of the illustrative function, the difference in number from the explanatory function was not found to be significant, indicating that the illustrative function and the explanatory function were shown similar amounts. Illustrations within the 'illustrative' function, there were cases where students' body expressions were presented without explanation. In the case of 'explanatory', there were a lot illustrations of musical instruments. The function of performative had a low ratio, it is believed that music education is a subject that requires

physical practice to improve one's skill and musical improvement rather than exercise to complete within textbooks(see <Table 8>).

<Table 8> Analysis results by functions of illustrations(5th grade)

Textbook Functions	A	B	C	D	E	F	G	H	Total (%)
Illustrative	21 (27.27)	30 (28.03)	51 (55.43)	58 (68.23)	44 (57.89)	48 (45.71)	39 (45.88)	49 (52.68)	340 (47.22)
Explanatory	52 (67.33)	73 (68.22)	36 (39.13)	22 (25.88)	25 (32.89)	47 (44.76)	32 (37.64)	33 (35.48)	320 (44.44)
Performative	4 (5.19)	4 (3.73)	5 (5.43)	5 (5.88)	7 (9.21)	100 (9.52)	14 (16.47)	11 (11.82)	60 (8.33)
Total(%)	77 (100)	107 (100)	92 (100)	85 (100)	76 (100)	105 (100)	85 (100)	93 (100)	720 (100)

4) Purpose of Illustrations

Looking at the purpose of illustrations in 5th grade music textbooks, 5 out of 8 textbooks were found to have provision of material as the most common use <Table 9>. The remaining four textbooks had guidance on learning content as the most common. It was found that th number of illustrations used for presentation of results or motivation was small. Likewise,

<Table 9> Analysis results by purpose of illustration(5th grade)

Textbook Purpose	A	B	C	D	E	F	G	H	Total (%)
Provision of materials	28 (36.36)	58 (54.20)	14 (15.21)	57 (67.05)	50 (65.78)	32 (30.47)	53 (62.35)	49 (52.68)	341 (47.36)
Guidance on learning contents	32 (40.25)	43 (40.18)	64 (69.56)	22 (25.88)	19 (25.00)	42 (40.00)	16 (18.82)	33 (35.48)	270 (37.50)
Presentation of learning results	6 (7.79)	4 (3.73)	8 (8.69)	5 (5.88)	7 (9.21)	10 (9.52)	15 (17.64)	9 (9.67)	64 (8.88)
Motivation	5 (6.49)	1 (0.93)	5 (5.43)	0 (0.00)	0 (0.00)	21 (20.00)	1 (1.17)	2 (2.15)	31 (4.30)
Composite	7 (9.09)	1 (0.93)	1 (1.08)	1 (1.7)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	14 (1.94)
Total(%)	77 (100)	107 (100)	9 (2(100)	85 (100)	76 (100)	105 (100)	85 (100)	93 (100)	720 (100)

in the overall results, illustrations for provision of material was seen the most(47.36%), followed by guidance on learning content(37.50%), presentation of results(8.88%), motivation (4.30%), and composite(1.94%). It was found that many musical instruments and festival drawings were provided as materials.

2. 6th Grade Music Textbooks

1) Music Education Areas

<Table 10> shows that the results of each music area in the 6th grade music textbooks. The most seen area was ‘appreciation’, being 218 out of the total 670(32. 53%) illustrations. The second was ‘music in daily life’(22.53%), followed by ‘singing’(13.43%), ‘instrumental music’(9.70%), ‘creation’(10.00%), ‘musical concept’(8.65%), and other(3.13%). Comparing with the 5th grade books, it was the same that the most illustrations were found in appreciation and ‘music in daily life’.

<Table 10> Analysis results by areas of music education(6th grade)

Textbook Areas	A	B	C	D	E	F	G	H	Total (%)
Appreci-ation	29 (33.33)	21 (24.41)	23 (28.39)	20 (31.74)	31 (31.33)	35 (33.01)	22 (31.88)	37 (35.92)	218 (32.53)
Music in daily life	8 (9.19)	23 (26.74)	31 (38.27)	15 (23.80)	14 (18.66)	20 (18.86)	8 (11.59)	32 (31.06)	151 (22.53)
Singing	12 (13.79)	18 (20.93)	10 (12.34)	8 (12.69)	11 (14.66)	14 (13.20)	3 (4.34)	14 (13.59)	90 (13.43)
Instrum-ental music	8 (9.19)	3 (3.48)	6 (7.4)	6 (9.52)	6 (8.00)	10 (9.43)	17 (24.63)	9 (8.73)	65 (9.70)
Creation	22 (25.28)	14 (16.27)	5 (6.17)	0 (0.00)	6 (8.00)	11 (10.37)	6 (8.69)	3 (2.91)	67 (10.00)
Musical concept	4 (4.59)	5 (5.81)	5 (6.17)	12 (19.04)	4 (5.44)	11 (10.37)	11 (15.94)	6 (5.82)	58 (8.65)
Other	4 (4.59)	2 (2.32)	1 (1.23)	2 (3.17)	3 (4.00)	5 (4.71)	2 (2.89)	2 (1.94)	21 (3.13)
Total(%)	87 (100)	86 (100)	81 (100)	63 (100)	75 (100)	106 (100)	69 (100)	103 (100)	670 (100)

2) Types of Illustrations

Similar to the 5th grade, picture were once again seen as the majority of illustrations in 6th grade music textbooks at 59.25%. Photo were found to be 32.33%, tables 6.26%, and composites represented 2.23% of illustrations <Table 11>.

<Table 11> Analysis results by types of illustration(6th grade)

Textbook Types	A	B	C	D	E	F	G	H	Total (%)
Picture	66 (75.86)	54 (62.79)	45 (55.55)	45 (71.42)	40 (53.33)	76 (71.69)	35 (50.72)	48 (46.60)	397 (59.25)
Photo	15 (17.24)	26 (30.23)	30 (37.03)	14 (22.22)	29 (38.66)	20 (18.86)	23 (33.33)	47 (45.63)	216 (32.33)
Table	4 (4.59)	4 (4.65)	6 (7.4)	4 (6.34)	4 (5.33)	10 (9.43)	6 (8.69)	7 (6.79)	42 (6.26)
Composite	2 (2.29)	2 (2.32)	0 (0.00)	0 (0.00)	2 (2.66)	0 (0.00)	5 (7.24)	1 (0.97)	15 (2.23)
Total(%)	87 (100)	86 (100)	81 (100)	63 (100)	75 (100)	106 (100)	69 (100)	103 (100)	670 (100)

3) Functions of Illustrations

Illustrations in 6th grade music textbooks had explanatory as the most common function. The only was textbook Am it where explanatory illustrations were frequently seen. Of the 670 illustrations, 399(59.55%) were explanatory, and 211 were illustrative(31.49%). This was a different result from the 5th grade music textbooks, which had more illustrative illustrations than explanatory. The results are shown in Table 12.

<Table 12> Analysis results by functions of illustrations(6th grade)

Textbook Functions	A	B	C	D	E	F	G	H	Total (%)
Explanatory	35 (40.22)	44 (51.16)	51 (62.96)	46 (73.01)	53 (70.66)	50 (47.16)	48 (69.56)	72 (69.90)	399 (59.55)
Illustrative	47 (54.00)	34 (39.53)	24 (29.62)	14 (22.22)	12 (16.00)	43 (40.56)	15 (21.73)	22 (21.35)	211 (31.49)
Performative	5 (5.74)	8 (9.30)	6 (7.4)	3 (4.76)	10 (13.33)	13 (12.26)	6 (8.69)	9 (8.73)	60 (8.95)
Total(%)	87 (100)	86 (100)	81 (100)	63 (100)	75 (100)	106 (100)	69 (100)	103 (100)	670 (100)

4) Purpose of Illustrations

The percentage of ‘provision for material’ was the highest, at 61.79% of illustrations <Table 13>. All textbooks showed a high percentage of ‘provision for material’. Overall, guidance on learning content was the second most common with 26.56%. composites(0.29%) accounted for the smallest amount.

<Table 13> Analysis results by purpose of illustration(6th grade)

Textbook Purpose	A	B	C	D	E	F	G	H	Total (%)
Provision of material	60 (68.96)	61 (70.93)	54 (66.66)	49 (77.77)	45 (60.00)	43 (40.56)	44 (63.76)	58 (56.31)	414 (61.79)
Guidance on learning content	19 (21.83)	18 (20.93)	20 (24.69)	10 (15.87)	21 (28.00)	35 (33.01)	19 (27.53)	36 (34.95)	178 (26.56)
Presentation of results	5 (5.74)	7 (8.13)	6 (7.4)	3 (4.76)	9 (12.00)	14 (13.20)	6 (8.69)	9 (8.73)	59 (8.80)
Motivation	1 (1.14)	0 (0.00)	1 (1.23)	1 (1.58)	0 (0.00)	14 (13.20)	0 (0.00)	0 (0.00)	17 (2.53)
Composite	2 (2.28)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (0.29)
Total(%)	87 (100)	86 (100)	81 (100)	63 (100)	75 (100)	106 (100)	69 (100)	103 (100)	670 (100)

IV. Conclusion

The purpose of this study was to provide basic data and suggestions for future research. 1390 illustrations of music textbooks for grades 5th-6th were analyzed by the area of music education, type of illustration, function, and purpose of the illustration.

According to the results of the study, music textbooks for 5th grade students in elementary school used illustrations, in order of ‘appreciation’, ‘music in daily life’, ‘music concept’, ‘singing’, ‘instrumental music’, and ‘creation’. The types of illustrations found in order of frequency were pictures, photos, tables, and composite illustrations containing multiple types. As for the functions of the illustrations, the functions observed were illustrative, explanatory, and performative. The purpose of illustrations included provision of material, guidance of

learning content, presentation of results, motivation', and composite of different uses. Excluding the areas of music education and functions, the same results were obtained in the 6th grade. Areas of music education of 6th grade textbooks, in order of usage, were appreciation, music in daily life, singing, instrumental music, creation, musical concept, and others. It was found that the 6th graders had explanatory illustrations most from a functional point of view.

Suggestions for future research based on these research results are as follows. First, it is proposed that the analysis of illustrations should be performed based on various criteria as the results of analysis may vary depending on the criteria used. One of the main purpose of this study was to provide basic data on frequency and use, thus the specific contents of the illustrations were not studied. However, there are cases in which students have difficulty understanding illustrations or interpret them differently than the intentions of the illustrations, and so the illustrations may form misconceptions(Kim, Son & Song, 2010; Kim & Kim, 2014; Pozzer & Roth, 2003). Therefore, It is necessary to study the relationship between illustrations and learning content, the necessity of illustrations, and the accuracy of illustrations. In the case of music textbooks, there are many images of musical instruments and illustrations of musical events, and it is crucial to determine whether they are accurate and easy for students to understand, and whether there are any problems in terms of visibility or other issues. In addition, research is also needed on the design and presentation of the illustrations. For example, it is suggested to conduct research by setting analysis criteria based on the location of the illustration, the size of the illustration, and the color and clarity of the illustration.

Another suggested study is an analysis of the illustrations' change over time through revisions in the curriculum. An examination of the process of change in textbook illustrations is required to identify problems and provide insight to how illustrations should evolve to become more effective for students.

Lastly, a study that compares and analyzes music textbooks from other countries can be meaningful to investigate the differences and the direction for illustrations development. Through a diverse range of illustration related studies in field of music, the use of illustrations can be better structured to help students learn and allowing illustrations to fulfill and exceed their educational role.

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